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ABSTRACT

This study is intended as an aid to administrators who want to develop absenteeism policies that produce cost-efficient methods of staffing during teacher absences. Undertaken during the school year 1977-78, this project is the most comprehensive study of its kind in the state of Pennsylvania. Its first purpose--to explore the basic characteristics and patterns of staff absences--showed that the average teacher was absent a total of 8.2 days during the school year. Its second purpose--to assess the economic impact related to staff absences--indicated that the dual payment to the teacher and a replacement almost doubles the cost of a day's work for the school district. Finally, the report ends by recommending alternatives to current staffing practices that would benefit the total educational program for students. (Author/LD)

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Professional Staff Absence Report
Produced and Researched By the
Pennsylvania School Boards Association

EA 011 325

Professional Staff Absence Study

Produced and Researched by the Pennsylvania School Boards Association during the 1977-78 school year.

October, 1978

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The Pennsylvania School Boards Association, with the cooperative assistance of a special Advisory Review Committee, produced this report. The committee consisted of six advisors, selected because of their background or viewpoint which would lend objectivity and credence to the project. The members represented both participating and non-participating school districts in the study, private industry, and personnel in the PSBA Research Department. The Association expresses its sincere appreciation to members of the Advisory Review Committee for their time and effort on this project.

ADVISORY REVIEW COMMITTEE

Dr. Orr N. Brenneman, Assistant Superintendent
Cumberland Valley School District

Dr. S. Ray Grimm, Jr., Superintendent
Dallastown Area School District

Martin L. Houck, Personnel Manager,
Kinney Shoe Corporation

Shirley R. Mertz, Statistical Specialist
Pennsylvania School Board Assoc.

Dr. Arthur R. Shoop, Assistant Superintendent
Central Dauphin School District

Joseph V. Oravitz, Director
Research and Management Services
Pennsylvania School Boards Association

SUMMARY FINDINGS

- Pennsylvania's school districts are spending approximately $27 million annually for substitute teachers to keep their schools operating during periods of short-term teacher absence, and $88 million in total personnel costs associated with teacher absences. (p.35)

- The mean work absence rate increased steadily through the school year, with a year end mean rate of 4.757%. (p.15)

- The "average" teacher in Pennsylvania was absent a total of 8.2 days during the 1977-78 school year. (p.15)

- Elementary teachers have a slightly higher absence rate than secondary teachers. (p.15)

- Female professional staff members have a significantly higher absence rate than male professional staff members. (p. 19)

- More absences occur on Friday than any other day of the week. (p. 21)

- Small districts (fewer than 200 professional employes) tend to have lower absence rates than do larger districts (200 employes or more). (p. 22)

- The most effective policy in reducing absenteeism appears to be requiring teachers to speak directly to the principal when reporting off work. (p. 27)

- Using an answering service for teachers when reporting off work seems to encourage a high rate of absenteeism. (p. 27)

- Personal sick leave accounts for approximately 69% of all professional staff absences. (p. 30)

- The use of "personal" days in May was almost twice the average rate for the school year. (p. 30)

- Pennsylvania's absence rate has increased over 106% in the past 16 years. (p. 37)

- The mean absence rate for teachers in Pennsylvania exceeds all major industry rates determined by the U.S. Bureau of Labor Statistics and is approximately one-third higher than the national average in the education industry. (p. 38)

- Over 5 million hours of regular instructional time are "lost" due to teacher absences annually.

- The study is based upon the experience of 135 school districts and 25,000 employes - an accurate reflection of statewide experience.

INTRODUCTION

Public education is a service-oriented enterprise which depends heavily on a variety of people to carry out its mission. As such, personnel costs in school budgets are the most significant dollar factor in relation to the rest of the budgetary expenditures. These personnel costs in Pennsylvania typically represent between 65% to 75% of the districts' current operating budgets. It is obvious that any major economies in school district operations are critically related to efficient employment of personnel and related personnel administrative practices.

A major personnel concern of Pennsylvania school officials, and certainly other officials across the nation, is the problem associated with staffing classroom activities during periods of teacher absences.

Since substitutes or replacement teachers are, for the most part, required to maintain the educational process with students, school officials can develop absenteeism policies that produce cost efficient (and educationally sound) methods of staffing during absence periods. This study is intended to help provide background for the development of such policies.

These staffing policies are especially important when considering all facets of cost attributable to substitute employment, as well as the less obvious intangible effects of staff morale, community views on school operating practices, and the impact on the student's education.

Direct wages paid to the absent teacher -- as required by law[1] and/or as negotiated in union contracts; the cost of substitute teachers; fringe benefits attributable to personnel; and more recently, unemployment compensation -- are all contributing factors in cost computation.

Recognizing that the rising cost of salaries and benefits would also directly affect substitute employment practices and costs, PSBA undertook a comprehensive review of absenteeism practices in a year-long study during the 1977-78 school year. The purpose of this project was to review trends and characteristics of professional staff absences, and to develop methods of dealing with this growing problem in Pennsylvania school districts.

In September of 1977, the PSBA offered to all 504 operating school districts in Pennsylvania the opportunity to participate in a study designed to investigate the many aspects associated with professional employe absenteeism. Each district was sent a brief synopsis of the study purpose, and a sample form which was designed to be completed within each district on a monthly basis and returned to PSBA offices for computer tabulation. The initial instructions asked that any interested district notify PSBA by phone if willing to participate.

It had been expected that a 10% level of participation would provide a sound base of data. The response was overwhelming. From the 504 operating districts, PSBA offices recorded tentative acceptance from 226 volunteer districts from all areas of the state.

When the project got underway, there were 135 districts accepted into the study, largely on the basis of "first come - first served", and the distribution required for statistical sampling purposes. Another 75 districts could not participate because of the limitations of the computer set up designed to handle the program. An additional 16 districts were so anxious to participate that they were sent the forms each month, but agreed to tabulate their own data within their district.

The sheer number of responses (over one half of the state's districts) to this proposed study confirmed the magnitude of the interest that existed in this area of personnel administration. This project on professional staff absenteeism is the most comprehensive study of its kind ever undertaken in Pennsylvania, and perhaps in the entire nation. This report attempts not only to present the empirical data accumulated from that project, but also to put into one publication other major references and findings in the field of staff absenteeism.

CHARACTERISTICS OF STUDY PARTICIPANTS

For the results and recommendations of the project to be applicable to all 504 school districts in Pennsylvania, it is necessary to determine whether the study sample was, or is, representative of the entire state. Because the study is designed to classify employes by elementary/secondary, and male/female categories, comparisons between study sample and state composite were undertaken in the following categories:

- Total number of teachers
- Total number of elementary teachers
- Total number of secondary teachers
- Total number of male teachers
- Total number of female teachers
- Total number of male elementary teachers
- Total number of female elementary teachers
- Total number of male secondary teachers
- Total number of female secondary teachers

The characteristics of the individual districts were also analyzed as to their relative size (by total number of professional employes), and by county in which the district is located. These analyses showed the study sampling to be consistently representative in virtually all categories. (See Table 1 and Table 2.)

Of the 504 school districts in the state, 135 (27%) are study participants. These districts represent 53 of the state's 67 counties (79%), and every PSBA region except Regions 10 and 13 (Philadelphia and Pittsburgh). Over 27% of the state's small school districts (defined as having fewer than 200 professional

employes) are included, as well as nearly 26% of the large districts in the Commonwealth (defined as having 200 professional employes or more). District size ranges from fewer than 25 employes to just over 700 employes, with the study mean falling around 200.

Overall, the volunteer districts participating in this pilot project are representative of Pennsylvania school districts as a group. Size, staff composition, and geographical location of the project districts indicate a study sample which allows direct comparisons to the statewide system.

TABLE 1 - PSBA STUDY AND STATE COMPARISONS

TEACHERS	STUDY TOTAL	STATE TOTAL	PERCENT OF STATE REPRESENTED
Total Number	25,231	99,545	25.3%
Elementary	11,219	47,678	23.5%
Secondary	14,012	51,867	27.0%
Male	10,520	42,575	24.7%
Female	14,711	56,970	25.8%
Male Elementary	2,510	11,307	22.2%
Female Elementary	8,709	36,371	23.9%
Male Secondary	8,010	31,268	25.6%
Female Secondary	6,002	20,599	29.1%
DISTRICTS			
Total Number	135	504	26.8%
001 - 099 Employes	36	80	45.0%
100 - 199	55	113	48.7%
200 - 299	26	219	11.9%
300 - 399	9	32	28.1%
400 - 499	2	25	8.0%
500 and Up	7	35	20.0%
Small: Less than 200	91	332	27.4%
Large: More than 200	44	172	25.6%
Counties	53	67	79.1%

TABLE 2 - COMPOSITION: COMPARATIVE BREAKDOWN

	PERCENT OF STUDY	PERCENT OF STATE
TEACHERS		
Elementary	44.5%	47.9%
Secondary	55.5%	52.1%
	100.0%	100.0%
Male	41.7%	42.8%
Female	58.3%	57.2%
	100.0%	100.0%
Male Elementary	10.0%	11.4%
Female Elementary	34.5%	36.5%
Male Secondary	31.7%	31.4%
Female Secondary	23.8%	20.7%
	100.0%	100.0%
DISTRICTS		
001 - 099 Employes	26.7%	22.4%
100 - 199	40.7%	43.5%
200 - 299	19.3%	15.9%
300 - 399	6.7%	6.3%
400 - 499	1.5%	5.0%
500 and Up	5.1%	6.9%
	100.0%	100.0%
Small: Less than 200	67.4%	65.9%
Large: More than 200	32.6%	34.1%
	100.0%	100.0%

MECHANICS OF THE STUDY

Study Materials

The initial invitation to participate in the study consisted of a letter of introduction and instruction sent to each of the 504 operating Pennsylvania school districts. The material, directed to the district superintendent, explained that the purpose of the study was three-fold:

(1) To explore the basic characteristics and patterns of staff absence

(2) To assess the economic impact related to staff absences

(3) To develop and recommend alternatives to current staffing practices which would benefit the total educational program for students.

For the purpose of this study, an absentee was defined as "any employee who is absent for any reason from his scheduled place of work". It was emphasized that individual district data would not be identified, but only group comparisons would be used. Each district was assigned an identification number, and no district names were used on any data forms.

Enclosed with the introductory letter was a sample of the form which would be sent to each district for completion on a monthly basis. The form itself was designed to point out the incidence of professional staff absence by category, the reasons for the absences, and the cost incurred by the district for substitute teachers. Thereafter, each participating district was

forwarded a monthly form of the appropriate school days to be completed and returned to PSBA. (See APPENDIX A.)

As defined in the instructions on the back of each monthly data form, for the purpose of this study, "professional staff" includes regular classroom (tenured and non-tenured) teachers, instructional specialists, guidance counselors, nurses, homebound instructors, etc. It does not include principals, assistant principals, superintendents, assistant superintendents, or other administrative/management, secretarial/clerical, or support positions (maintenance, custodial, cafeteria personnel, bus drivers, etc.). Throughout this report, the terms "professional staff" and "teachers" are used interchangeably. Both terms include all personnel noted in the above definition.

It was also directed that long-term absences (defined as more than 30 days) were to be excluded from the study. Examples of long-term absences were defined as sabbatical, and maternity leaves, etc.

Data Management

The monthly data forms were forwarded to all participating districts approximately one week prior to each new month. Upon completion, they were to be returned, with the request that all forms be received by the end of the month. For example, the February form was mailed to the district on January 24, and returned to PSBA by March 31.

Upon receipt of the monthly forms at PSBA offices, they were totaled by category, (i.e., male elementary, female elementary, male secondary, female secondary), and by reason for the absence. These reasons were listed as:

(a) Personal sick leave	(f) Union leave
(b) Family sick leave	(g) Jury duty leave
(c) Emergency leave	(h) Professional leave*
(d) Personal leave	(i) Military leave
(e) Bereavement leave	(j) Other leave

* District-approved leave.

Not every district had provisions for all of the above types of leaves, but utilized only those applicable to local circumstances.

After compiling totals by category, each district form was analyzed by days of the week to determine if there were any noticeable trends or patterns of absences on certain days. The Monday through Friday absences were totaled for the district as a whole, and for each of the four main categories.

The total number of work days each individual district scheduled during the month was also noted. If teachers were not scheduled to report to work on a particular day, the instructions indicated that a notation of "NS" was to be used in place of a number on the total absences line. In this way, individual district variations for total number of work days in the month could be taken into account when determining the work absence rate. The work absence rate formula used is the one most widely used by private industry as indicated by the U.S. Department of Labor.[2]

The formula is:

$$\frac{\text{number of man-days lost through job absence}}{\text{(average number of employes) X (No.of Work Days)}} \text{ X } 100$$

This formula was modified slightly to allow the use of the figure for "number of employes at the start of the school year" in place of "average number of employes".

Upon completion of totals for the 135 district forms, they were keypunched and analyzed by computer. The computer program was designed to provide maximum information from the data, while maintaining an easily understood format which would allow comparison and analysis.

Each district was then provided with a monthly computer print-out, giving not only current monthly data for that district, but all cumulative data. In addition to each individual participating district's print-out sheet, the computer program also provided an analysis of the <u>total</u> of all study districts. This master sheet was maintained in PSBA offices for further comparison and study.

At the beginning of the study, each district was asked to complete a set of seven questions which provided additional background information: separation by professional staff (male and female elementary, male and female secondary); the average salaries for both elementary and secondary teachers; substitute pay rate; and scheduled number of teacher work days for the 1977-78 school year. The final three questions dealt with district personnel practices, a key focus of the project. (See APPENDIX B)

All categories were programmed into the computer for comparative purposes. Tables 3, 4 and 5 show the breakdown of district responses to the three personnel policy questions. Note that the total number of districts which responded to the first question (Reporting procedure) exceeds 135. This is due to a number of districts which indicated that elementary and secondary teachers follow different procedures for reporting off work.

TABLE 3 - PROCEDURES USED BY TEACHERS TO REPORT OFF WORK

CONTACT	NUMBER OF DISTRICTS*	PERCENT OF DISTRICTS
Building Secretary	13	8.9%
Building Principal	97	66.4%
Central Office Secretary	13	8.9%
Central Office Administrator	6	4.1%
Other Department Supervisor	3	2.1%
Superintendent	0	0%
District-Operated Answering Service	7	4.8%
Contracted Answering Service	7	4.8%

* Total exceeds the number of study districts due to multiple responses.

TABLE 4 - MEDICAL EXCUSE POLICY

POLICY	NUMBER OF DISTRICTS	PERCENT OF DISTRICTS
Never required	30	22.2%
Always required	0	0%
Required after (#) days	59	43.7%
Required at option of Board or Administration	46	34.1%
	135	100.0%

TABLE 5 - FOLLOW UP CALLS MADE TO ABSENT TEACHERS

POLICY	NUMBER OF DISTRICTS	PERCENT OF DISTRICTS
Always made	1	0.7%
Occasionally made	58	43.0%
Never made	76	56.3%
	135	100.0%

Results of Professional Staff Absence Study

The first stated purpose of the study was to explore the basic characteristics and patterns of staff absences. The data collected in this study permit an overall view of annual absence rates for the study districts, as well as comparative findings relative to the sub groups defined in the study.

Study districts were found to have an annual job absence rate for 1977-78 ranging from a low of 1.511% to a high of 7.313%, with an overall group annual mean rate of 4.757%. It was also found that the "average" teacher was absent a total of 8.2 days for the period from September to the end of May. (See Tables 6, 7 and 8)

Elementary/Secondary

Elementary teachers have a slightly higher absence rate than secondary teachers. Of the 25,231 professional staff members included in the study, 11,219 are elementary, and 14,012 are secondary staff members (secondary includes middle schools and junior high schools). Based on the mean number of work days in this period (172), the absence rate of elementary teachers, using the formula previously given, is 4.804%, while the absence rate for secondary teachers is 4.719%. (See Table 9) The elementary teachers have averaged 8.3 days of absence per teacher from September to the end of May, while the secondary staff has averaged

8.1 days of absence per teacher for the same period. (See Table 10)

The higher rate of absence of the elementary teachers, when compared to the secondary teachers, is also supported by similar conclusions in at least two previous studies. One was conducted by Dr. Robert D. Coller at the University of Michigan in 1975[3] and the other by Dr. Howard B. Marlin at the University of Southern Mississippi in 1976.[4]

TABLE 6 - 1977-78 ANNUAL ABSENCE RATE

ABSENCE RATE RANGE	NUMBER OF DISTRICTS	PERCENT OF DISTRICTS
1.000 - 1.999%	1	0.7%
2.000 - 2.999%	3	2.2%
3.000 - 3.999%	31	23.0%
4.000 - 4.999%	52	38.5%
5.000 - 5.999%	37	27.4%
6.000 - 6.999%	9	6.7%
7.000 - 7.999%	2	1.5%
	135	100.0%

TABLE 7 - 1977-78 ANNUAL ABSENCE RATE SUMMARY

MEAN = 4.757%

MEDIAN = 4.605%

MODE RANGE = 4.000% - 4.999%

TABLE 8 - 1977-78 ANNUAL ABSENCE RATES
RANK ORDER LISTING
(135 PARTICIPATING DISTRICTS)

1) 7.313 (highest)	46) 5.068	91) 4.244
2) 7.043	47) 5.048	92) 4.233
3) 6.884	48) 5.030	93) 4.130
4) 6.819	49) 4.965	94) 4.124
5) 6.542	50) 4.933	95) 4.119
6) 6.494	51) 4.925	96) 4.111
7) 6.435	52) 4.851	97) 4.083
8) 6.335	53) 4.833	98) 4.065
9) 6.232	54) 4.832	99) 4.062
10) 6.214	55) 4.810	100) 4.050
11) 6.014	56) 4.800	101) 3.995
12) 5.880	57) 4.797	102) 3.977
13) 5.847	58) 4.762	103) 3.950
14) 5.775	59) 4.754	104) 3.900
15) 5.764	60) 4.739	105) 3.871
16) 5.754	61) 4.734	106) 3.859
17) 5.668	62) 4.723	107) 3.842
18) 5.652	63) 4.719	108) 3.823
19) 5.631	64) 4.710	109) 3.810
20) 5.612	65) 4.661	110) 3.805
21) 5.591	66) 4.640	111) 3.799
22) 5.586	67) 4.625	112) 3.771
23) 5.579	68) 4.605	113) 3.770
24) 5.576	69) 4.602	114) 3.751
25) 5.561	70) 4.598	115) 3.705
26) 5.544	71) 4.591	116) 3.680
27) 5.541	72) 4.587	117) 3.616
28) 5.528	73) 4.576	118) 3.605
29) 5.508	74) 4.574	119) 3.600
30) 5.495	75) 4.525	120) 3.553
31) 5.448	76) 4.519	121) 3.522
32) 5.433	77) 4.497	122) 3.521
33) 5.426	78) 4.480	123) 3.487
34) 5.396	79) 4.473	124) 3.445
35) 5.392	80) 4.463	125) 3.305
36) 5.342	81) 4.442	126) 3.264
37) 5.307	82) 4.375	127) 3.232
38) 5.261	83) 4.359	128) 3.126
39) 5.180	84) 4.339	129) 3.083
40) 5.155	85) 4.335	130) 3.057
41) 5.136	86) 4.318	131) 3.055
42) 5.125	87) 4.306	132) 2.994
43) 5.110	88) 4.298	133) 2.734
44) 5.101	89) 4.279	134) 2.381
45) 5.090	90) 4.259	135) 1.511 (lowest)

TABLE 9 - WORK ABSENCE RATE

	NUMBER OF ABSENCES	NUMBER OF TEACHERS	MEAN * NUMBER OF WORK DAYS	PERCENTAGE ABSENCE RATE
Elementary	92,708.0	11,219	172	4.804%
Secondary	113,721.5	14,012	172	4.719%
			(Combined Study Mean --	4.757%)

* Work days scheduled in June were not included in study results.

TABLE 10 - DAYS ABSENT PER TEACHER

	NUMBER OF TEACHERS	NUMBER OF DAYS ABSENT	AVERAGE DAYS ABSENT/TEACHER
Elementary	11,219	92,708.0	8.3 days
Secondary	14,012	113,721.5	8.1 days
		(Combined Study Mean --	8.2 days)

Male/Female

Female professional staff members have a significantly higher absence rate than male professional staff members. In this study, there were 10,520 male participants, and 14,711 female participants. The males had a total number of absences of 76,320.0 days from September to the end of May. Females had a total of 131,157.5 days absent for the same period. This is a work absence rate of 4.193% for male participants, and a rate of 5.160% for female staff members. (See Table 11) This averages out to 7.2 days of absence per male teacher, and 8.9 days per female teacher. (See Table 12)

A higher absence rate by female teachers was reached in a number of other studies. An analysis of teacher absenteeism in the Lakeland Community School Corporation (Syracuse) in 1973-74 found that females had an absence rate (5.0 days) significantly higher than males (3.1 days).[5]

Another study completed by the Philadelphia Suburban School Study Council and the South Penn School Study Council (1968-69 school year) showed that female teachers missed an average of 6.9 days per teacher, with an absence rate of 3.73%. The male teachers missed only 4.5 days per teacher with an absence rate of 2.42%.[6]

The U.S. Bureau of Labor Statistics indicates that unscheduled absence for women is approximately 33% higher than those for men, with an increase in all absences of over 15% in the last five years.[7] A higher female absence rate is also supported by studies

done by Donald L. Hawk, of Travenol Laboratories, Deerfield, Ill.;[8] Dr. Robert D. Coller, University of Michigan;[9] and Dr. Howard B. Marlin, University of Southern Mississippi.[10]

TABLE 11 - WORK ABSENCE RATE

	NUMBER OF ABSENCES	NUMBER OF TEACHERS	NUMBER OF WORK DAYS	PERCENT WORK ABSENCE RATE
Male	75,869.0	10,520	172	4.193%
Female	130,560.5	14,711	172	5.160%

TABLE 12 - DAYS ABSENT PER TEACHER

	NUMBER OF TEACHERS	NUMBER OF DAYS ABSENT	AVERAGE DAYS PER TEACHER
Male	10,520	75,869.0	7.2 days
Female	14,711	130,560.5	8.9 days

Days of the Week

More absences occur on Friday than any other day of the week. The study also shows that Monday has a relatively high rate, while Tuesday has the lowest absence rate of the week.

If there would be an equal number of possible work days occurring on each day of the week, then each day would be expected to bear an equal portion of absences. However, during the 1977-78 school year, there were unequal numbers of workdays occurring on the individual days of the week.

Using the formula below (adapted from the work absence rate formula), this difference in the number of each day of the week is accounted for, and direct comparison can be made between days of the week using the resulting absence index figure. (This figure, in reality, is a daily work absence rate. See Table 13.)

$$\frac{\text{No. of Monday absences (T. W. Th. F.)}}{\text{No. of Mondays (T. W. Th. F.) x 25,231 Teachers in study}} \times 100$$

These results are supported by studies done by Dr. Howard Marlin, University of Mississippi, 1976; a study of teacher absenteeism in New York City by the New York Office of Educational Performance Review in 1974;[11] and an Illinois study of teacher absenteeism by the State Board of Education, 1971-76.[12]

Size of District

Small districts (fewer than 200 professional employes) tend to have lower absence rates than do large districts (200 employes or more).

The mean work absence rate is significantly lower in small school districts when compared to the rate of absence found in the larger districts participating in the study. (See Table 14)

Size of district staff was shown to be directly correlated with rate of absenteeism in a study done by Dr. Kenneth Kovach at the University of Maryland in 1976;[13] and a study on teacher absenteeism, 1968-69, conducted by the Philadelphia Suburban School Study Council and the South Penn School Study Council.[14]

TABLE 13 - ABSENCES BY DAYS OF THE WEEK

	MEAN NO. OF CUM. DAYS	TOTAL NO. OF ABSENCES	ADJUSTED INDEX OF ABSENCE	RANK (HIGH-LOW)
Monday	31	39,963.0	5.109%	2
Tuesday	36	39,836.0	4.386%	5
Wednesday	36	40,036.0	4.408%	4
Thursday	36	41,458.0	4.564%	3
Friday	33	46,184.5	5.547%	1

Months of the Year

The mean work absence rate steadily increased as the school year progressed.

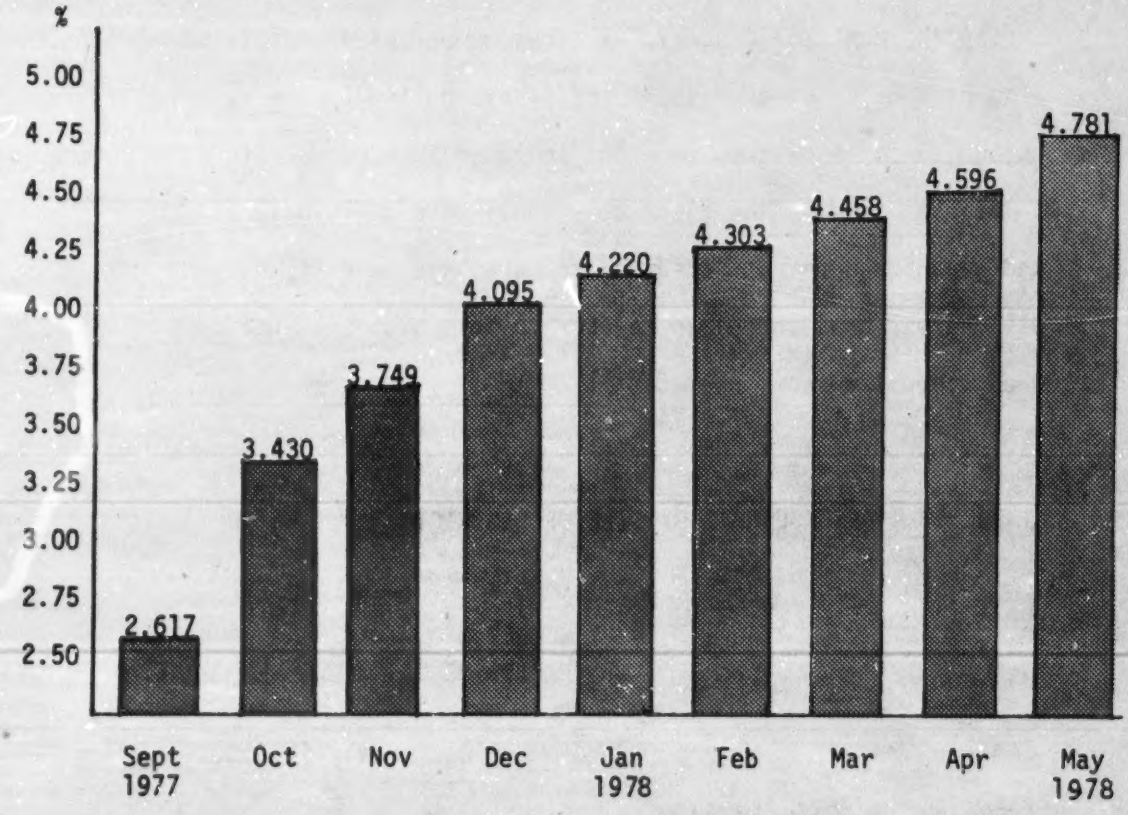
Table 15 indicates that the mean work absence rate steadily increased every month from September to May.

It should be noted that almost all Pennsylvania school districts were closed at least four days due to snow conditions during the month of January. A large number of districts were also closed for an average of three days during February. Although these "snow days" are not included in absence rate calculations, because the district schools were officially closed and teachers were not scheduled to work, the severity of conditions may have increased teacher absence even on those days when schools were in operation.

TABLE 14 - ABSENCE RATE BY SIZE OF DISTRICT

	NUMBER OF DISTRICTS	MEAN WORK ABSENCE RATE
Small (less than 200 employes)	91	4.576%
Large (200 employes or more)	44	4.683%

TABLE 15 - MONTHS OF THE SCHOOL TERM
MEAN WORK ABSENCE RATE
(ALL DISTRICTS)



Analysis by Sex and Teaching Level

Female secondary teachers have the highest average per teacher incidence of absence, while male elementary teachers have the lowest per teacher absenteeism.

Table 16 shows there is a 36% increase in the number of days absent per teacher from male elementary (low) to female secondary (high). The difference in the number of days absent is, as previously stated, somewhat different between elementary and secondary categories, but appears to be most significant between male and female categories.

All four major groups have the highest incidence of absence on Friday. Monday is the second highest for all teachers, and Thursday is the third highest. Tuesday is the lowest for all groups, except female elementary. (See Table 17)

TABLE 16 - DAYS ABSENT BY TEACHER CLASSIFICATIONS
(ADJUSTED ABSENCE RATE)

CATEGORY	TEACHERS	DAYS ABSENT	DAYS/ TEACHER	ADJUSTED ABSENCE INDEX	RANK HIGH-LOW
Male Elementary	2,510	16,811.5	6.7 days	3.894%	4
Female Elementary	8,709	75,896.5	8.7 days	5.067%	2
Male Secondary	8,010	59,057.5	7.4 days	4.287%	3
Female Secondary	6,002	54,664.0	9.1 days	5.295%	1

TABLE 17 - ADJUSTED ABSENCE RATE
(BY DAYS)

CATEGORY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Male Elementary	4.142%	3.616%	3.624%	3.663%	4.576%
Female Elementary	5.522%	4.751%	4.728%	4.861%	5.648%
Male Secondary	4.441%	3.845%	3.885%	4.171%	5.349%
Female Secondary	5.806%	4.900%	4.968%	5.037%	6.070%

Personnel Management

Of the district personnel procedures studied, the most effective policy in reducing absenteeism appears to be requiring teachers to speak directly to the principal when reporting off work.

Table 18 shows a comparison of various reporting procedures and the percentage of districts using those methods. It also gives the mean work absence rate of the districts using that procedure. The practice of calling the principal evidently has a positive effect on the absence rate. In general, it appears that reporting methods, in order of their effectiveness in reducing absenteeism, are: (1) calling the individual school (principal, principal's secretary); (2) calling other school district personnel (central office administrator, central office secretary); and (3) using an answering service, whether operated by district or non-district personnel.

The third method is apparently too impersonal to serve as a control influence on staff absenteeism. Note, too, that notifying a department supervisor, such as a department head or head teacher, appears to be very ineffective. This may be influenced by the fact that these types of personnel are fellow staff members, rather than district administrators. This conclusion is identical to that of the Philadelphia Suburban Study Council project. The results there indicated a rate of 2.46% for inhouse calls, 2.68% for indistrict calls, and 3.01% for answering service calls.

The PSBA study also showed that the mean work absence rate of those districts which never require a medical excuse was 4.707%, while those that required medical excuses in some circumstances had an average work absence rate of 4.657%.

It was also found, when determining the effect of making followup calls to absent teachers, that the mean work absence rate of those districts which occasionally made calls was 4.670%, while those districts which never made calls had a mean work absence rate of only 4.646%. A suggested explanation seems to be that if absent teachers can verify an illness by speaking to some district administrator while at home, they are more likely to take the absence than if they must justify the absence in person when returning to work.

Therefore, it appears that the best combination of policies would be to require personnel to contact the principal directly when reporting absence from work, and to have the principal speak directly to the absentee upon return to work for justification of the absence.

TABLE 18 - REPORTING PROCEDURE

CONTACT	METHOD BY PERCENT	MEAN WORK ABSENCE RATE
Superintendent	0%	0%
Building Principal	66.4%	4.508%
Central Office Administrator	4.1%	4.648%
Building Secretary	8.9%	4.778%
Central Office Secretary	8.9%	4.985%
Answering Service (District-operated)	4.8%	5.209%
Answering Service (Contracted)	4.8%	5.629%
Other Dept. Supervisor	2.1%	6.486%

Reasons for Absences

Sick leave accounts for over 70% of all professional staff absences. As might be expected, sick leave both for personal and family use is by far the most common cause of teacher absenteeism. Of note is the fact that family sick leaves, though not specifically permitted by statute, accounts for over 1% of absences. Although family sick leave is not a widespread negotiated benefit, in those districts which provide this reason for absence, it is rather heavily used. (See Table 19)

Analysis shows that use of personal sick leave peaks during the month of January. However, the use of family sick leave is at one of its lowest points during January. Personal leave, which is taken for non-illness reasons, accounts for over 12% of all absences. Emergency leave (also non-illness) accounts for about 2%. Interestingly, personal leave increased from 15.3% of all absences in April (second highest month), to 22.8% in May. The use of personal leave in May was almost double the average rate for the year. Apparently, many personal days are saved until the end of the school year. Since the study did not cover the month of June, it is assumed that the rate of absence for personal days continued to increase. Note here also that personal leave, in most districts, is one day (or more) that may be taken with or without stating a reason. Many times such leave requires no prior administrative approval. Emergency leave, in almost all cases, requires subsequent approval by a district administrator.

Professional leave (field trips, visits to other schools, seminars, etc.) makes up about 7.5% of teacher absences. Personal leave is also at its low during January. Both emergency and personal leaves are used most frequently in the beginning and end of the school year.

When comparing female and male staff, it is found that females have a higher rate of personal sick leave use than do male staff members. However, it appears to be a false assumption that female teachers miss more work days due to illness in the family, presumably, illness of children. This study shows that the rate of absence for this reason is identical for males and females. (See Tables 20 and 21)

Other findings show that while females use slightly more personal leave, males use slightly more emergency leave. In addition, males use a substantially greater amount of professional leave per teacher than do female teachers.

TABLE 19 - ABSENCE REASON ANALYSIS

	NUMBER OF ABSENCES	PERCENT OF ABSENCES
Personal Sick Leave	141,911.5	68.75%
Personal Leave	24,872.5	12.05%
Professional Leave	15,631.0	7.57%
Other Leave *	9,947.5	4.82%
Bereavement Leave	5,852.0	2.83%
Emergency Leave	3,672.0	1.78%
Family Sick Leave	2,608.5	1.26%
Jury Duty Leave	1,231.5	0.60%
Military Leave	431.5	0.21%
Union Leave	271.5	0.13%

* Includes unpaid, miscellaneous absences.

TABLE 20 - PERCENT OF TOTAL FEMALE ABSENCES BY REASONS

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Cum. Mean
Persnl. Sick Leave	64.4%	69.3%	72.6%	77.3%	80.0%	76.4%	72.7%	63.4%	59.6%	70.6%
Family Sick Leave	1.1	1.8	1.6	1.4	1.0	1.4	1.2	1.2	0.9	1.3
Emergency Leave	2.6	1.9	1.5	1.8	1.9	1.6	1.6	1.0	1.1	1.7
Personal Leave	12.7	10.8	10.0	11.3	7.4	7.6	10.4	15.3	22.8	12.0
Bereavement Leave	3.5	3.9	2.9	2.2	2.7	3.8	2.7	2.4	1.8	2.9
Union Leave	0.1	0	0.1	0.2	0	0	0.1	0.1	0.1	0.1
Jury Duty Leave	0.7	0.8	0.6	0.2	0.6	0.4	0.3	0.5	0.4	0.5
Professnl. Leave	6.3	6.7	7.0	2.6	2.8	4.3	5.3	10.9	8.0	6.0
Military Leave	0.2	0	0	0	0	0	0	0	0.1	0
Other Leave *	8.4	4.8	3.7	3.0	3.6	4.5	5.7	5.2	5.2	4.9

* Includes unpaid, miscellaneous absences

TABLE 21 - PERCENT OF TOTAL MALE ABSENCES BY REASON

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Cum. Mean
Persnl. Sick Leave	62.9%	66.9%	66.1%	71.0%	74.1%	60.0%	59.9%	66.5%	57.7%	65.0%
Family Sick Leave	1.3	1.7	1.2	1.8	1.2	1.4	1.3	0.9	0.8	1.3
Emergency Leave	2.9	1.8	1.9	1.9	2.8	3.0	2.0	2.0	2.0	2.3
Personal Leave	11.5	10.3	12.7	13.2	8.4	11.2	10.2	9.0	20.1	11.8
Bereavement Leave	4.5	2.8	2.8	3.0	4.2	4.8	3.5	2.5	2.3	3.4
Union Leave	0.1	0.1	0.2	0.7	0.1	0.2	0.2	0.1	0.3	0.2
Jury Duty Leave	1.8	0.8	0.8	0.6	0.7	1.0	1.0	0.5	0.5	0.9
Professnl. Leave	7.5	9.2	9.9	4.7	5.6	12.6	15.8	12.8	9.1	9.7
Military Leave	1.2	0	0.2	0.2	0.1	0.1	0.5	0.5	1.0	0.4
Other Leave *	6.3	6.4	4.2	2.9	2.8	5.7	5.6	5.2	6.2	5.0

* Includes unpaid, miscellaneous absences

Economic Impact

The second purpose of the study was to assess the economic impact related to staff absences. The cost of professional staff absenteeism involves not only the salary paid to the absent teacher, but also the remuneration paid to a replacement in the classroom. This dual payment almost doubles the cost of a day's work for the school district - while generally decreasing the amount of work effort accomplished. Other studies indicate that substitute teachers are not as effective in the classroom as regular teachers because of the lack of continuity in the educational program caused by a regular teacher's absence.[15]

During the period from September through May, there were a total of 206,429.5 days of absence. If all of these staff absences were filled by employing substitutes (average rate of $34.54), the total cost would be over $7.1 million. Some positions in the study did not require substitutes such as guidance counselors, instructional specialists, nurses, etc. Some absences were covered by teachers not on duty or administrators. Only 89.4% of the absences reported in the study were filled by substitutes. Therefore, the actual cost of substitutes for the 135 study districts was $6.4 million, based on a substitute employment rate of approximately 90%.

Projected to all 504 districts, the potential cost of filling all vacancies with substitutes would be in excess of $30.0 million. Based on study findings of approximately a 90% substitute rate,

the projected cost of teacher absenteeism would be nearly $27.0 million.

If the regular teachers' salaries for those absent days are added to the substitute cost, it is estimated that Pennsylvania school districts are spending over $88.0 million annually in total personnel salaries which are attributable to the cost of teacher absences. This cost is over 4.5% of instructional dollars (teacher salaries) paid during 1977-78. To put this cost in perspective, this $88.0 million cost of substitutes accounts for a greater percentage of the total budget than any one of the following budgetary line items: health services, food services, student activities, community services, or capital outlay.[16]

As a point of reference, the Pennsylvania School Code mandates the following types of leave:

- Personal Sick Leave - 10 days (Section 1154).
- Bereavement Leave - 3 days for immediate family member; 1 day for near family member, as defined. (Section 1154)
- Military Leave - 15 days (Section 3301).

These mandated types of leave account for 72% of all absences in this study. Other types of leave usually in the form of collective bargaining agreement benefits, make up the remaining 28%, amounting to a cost of $24.6 million in 1977-78.

Because of the significant cost involved in teacher absenteeism, and the fact that absenteeism is on the increase, it has become imperative for school districts throughout the state to devise

methods of lowering costs, while maintaining the high standards of public education. (Note information that follows)

SELECTED TRENDS IN TEACHER ABSENTEEISM
RATES IN PENNSYLVANIA

1961-62 (Pre-reorganization era)

A study of absenteeism among regular professional employes of public schools in Dauphin County, Pennsylvania found an annual absence rate of 2.3% (per cent).[17]

1968-69 (Post reorganization, pre-collective bargaining era)

A study conducted by the Philadelphia Suburban School Study Council of 12,000 teachers employed by 50 participating districts noted absentee information which computed to an annual absence rate of 3.3%.

1977-78 PSBA study of 25,231 teachers and 135 school districts found an average annual rate of absence of 4.75%, more than double the rate before reorganization.

This trend indicates a 106% increase in the rate of absenteeism over the sixteen year period and a 44% increase in the past 9 years or approximately a 5-6% increase in the rate of absenteeism per year.

OTHER INDUSTRY COMPARISONS

A recent analysis of national industry data, "Absence from Work-Measuring the Hours Lost", conducted by the Bureau of Labor Statistics, U.S. Department of Labor and published in the Monthly Labor Review, (October, 1977) reported these results:

- An absence rate (referred to as an inactivity rate) of 3.5% for full-time wage and salary workers except farm workers has changed little over the past 4 year period.
- The absence rates during 1976 were noted for the following major industry groups reported by the U.S. Department of Labor.

Goods producing industries (TOTAL) 3.9%

- ✓ mining 5.2%
- ✓ construction 3.5%
- ✓ manufacturing 3.9%

Service producing industries (TOTAL) 3.2%

- ✓ transportation 3.9%
- ✓ utilities 3.7%
- ✓ retail trades 2.9%

All Services (TOTAL) 3.4%

- ✓ professional 3.5%
- ✓ education 3.6%
- ✓ medical 3.9%

Public Administration (TOTAL) 3.6%

- ✓ federal 3.6%
- ✓ postal 4.2%
- ✓ state 3.2%
- ✓ local 3.7%

- The absence rate, by occupation found:

White-collar occupation (TOTAL) 2.6%

- ✓ professional and technical 2.6%
- ✓ managerial 1.8%
- ✓ sales 2.4%
- ✓ clerical 3.2%

Blue-collar occupation (TOTAL) 4.4%

- ✓ craft workers 3.7%
- ✓ operatives, except transportation 5.3%
- ✓ transportation operatives 3.9%
- ✓ laborers 4.5%

The absentee rate of 4.75% found in this PSBA study (although reported one year later than BLS data) finds Pennsylvania education rates significantly higher than all major industry classifications, almost double the professional and technical absence rate of private industry, and one-third higher than the national figures for all of education which includes teachers, support personnel and all persons in the education employment field.

Recommendations

The third purpose of the study was to develop and recommend alternatives to current staffing practices which would benefit the total educational program for students.

Several areas of discussion related to absenteeism/attendance become evident in regard to the findings of this study. These areas can be separated into several major categories for purposes of recognizing the implications of, and impact on, local school districts operations.

Controls and Procedures

1. Local school districts should develop a "reporting off" procedure which includes direct personal contact with the building principal.

2. Building principals should maintain personal contact with the absent teacher during the period of absence and should speak directly with the teacher upon return to work.

3. Systems of reporting off and reporting back to work should avoid the impersonal approaches found in many mechanical methods which may stress efficiency and ease of reporting procedures but lack the personal follow-through necessary for adequate control purposes.

4. School districts should maintain accurate, current records on teacher absences which are available for review at the building level for personal consultation purposes.

5. A monthly absentee report should be available in each district which identifies comparative information on absenteeism rates for the district schools and programs.

6. School management personnel, particularly school principals, school not delegate supervisory functions to building secretaries or other support personnel in the development of reporting procedures.

7. School Boards should develop and enact policies dealing with absenteeism, including appropriate disciplinary actions for abuse of such policies.

8. The responsibility for coordinating district policies, building regulations, data gathering, and supervisory review of absenteeism should be maintained at the central office level for effective control.

9. A standard method for recording reasons for absence, employment of substitutes, and medical information used to verify absences should be developed and maintained.

10. Procedures should be developed which clearly identify the responsibility of absent employes to keep district officials informed of their return to work status in order that timely contact with substitute teachers can be maintained.

Personnel Management and Educational Practices

1. Careful attention in the hiring process should be given to the prior history of new applicants related to prior absence records or other indications which denote a potential high absence risk.

2. Orientation programs for new and present faculty should review on a regular basis the policies, procedures, and forms associated with absence reporting systems.

3. In-service training programs should be developed which review the role of the regular teacher and employed substitutes when absences occur in order to maintain continuity in the instructional process.

4. Approved substitute teachers should receive appropriate orientation and written procedures which spell out the policy expectations of the district, the role of the substitute, and the necessary interaction with the regular teacher and building principal in order to provide a smooth transition during periods of substitute employment.

5. Teachers who have been determined to have a high incidence of absenteeism should receive special counseling to determine the reason(s) for the unusual absence rate.

6. School districts should review scheduled educational activities which tend to have an impact on teacher absences (e.g. scheduling of faculty meetings, student assembly programs,

group testing, in-service activities, etc.).

7. Consideration should be given to the yearly schedule of programs and activities to determine if the planned schedule contributes to the increased incidence of absence evident in most districts as the school term progresses.

Economic Implications

1. School districts should carefully review the reasons for absence, particularly the use of sick leave as enumerated in Section 1154 of the School Code, to ensure that payments made under this authority are legal and permissable.

2. School districts should review the provisions of collective bargaining agreements which allow for teacher absences. Limitations and controls on "time off" provisions should be carefully structured when such demands are made in the bargaining process.

3. Controls should be placed on the use of personal leave and other professional leave provisions which would limit the number of staff absences on a given day,or in a given month, for such reasons.

4. Consideration should be given to restrict use of personal and other professional leave provisions on Mondays and Fridays to discourage the "long weekend" on days which normally have the highest incidence of absence.

5. School districts should consider the effect of teacher absences in the development of building plans.

6. Consideration should be given to alternative plans for staffing absent positions to include the possible use of community volunteers, retired teachers, teaming with aides, honor students, and other educational resources which would permit greater flexibility in staffing and cost reductions.

7. The scheduling of staff for educational purposes which have direct contact with pupils should be given top priority over preparation periods, lunch assignments, or other noneducational pupil contact assignments when absences occur.

Recommendations for Further Study

During the study, additional questions upon the effects of teacher absenteeism to other facets of the educational program were raised. Since it would be virtually impossible to review, in a single document, all of the questions raised, the following recommendations are offered as possible areas in which additional research would benefit local school districts. These studies should be reviewed by the participating districts for possible continuation and expansion of data established in this study.

It is recommended that additional research be completed to:

- study the possible relationship between student and teacher absence rates.
- determine the incidence of absence by teacher age and years of teaching experience.
- review the relationship, if any, between the high incidence of strikes in Pennsylvania and teacher absenteeism.
- assess the role of the principal in personnel management and staffing as that role influences personnel absences.
- study the relationship between rates of teacher absence for school districts having established board policy in the areas of personnel management versus those where no such policy exists.
- review the effect, if any, of teacher absence on turnover rates of boards, superintendents, and principals.
- determine the rates of absence for specific teaching assignments, (i.e.) math, science, english, etc.
- determine the effect of accumulated sick leave on teacher absences.

- review the relationship, if any, between salary, fringe benefits, incentive programs, and teacher absenteeism rates.

- study the incidence of absence for school administrators and other supervisory personnel.

FOOTNOTES

[1] In Pennsylvania, the School Code mandates sick leave for school employes. Section 1154 states, "In any school year whenever a professional or temporary professional employe is prevented by illness or accidental injury from following his or her occupation, the school district shall pay to said employe for each day of absence the full salary to which the employe may be entitled as if said employe were actually engaged in the performance of duty for a period of ten days."

[2] Employee Absenteeism and Turnover, The Bureau of National Affairs, Washington, D.C., May 1974, p.2.

[3] Robert D. Coller, University of Michigan, "An Analysis of Teacher Absenteeism and Its Relationship to Teacher Morale and Demographic Characteristics of Teachers", 1975.

[4] Dr. Howard B. Marlin, University of Southern Mississippi, "An Analysis of Absenteeism and Utilization of Sick Leave by Selected Full-Time Ten-Month Professional Personnel in a Semi-Rural School System", 1976.

[5] Donald H. Arnold, Superintendent, Lakeland Community School Corporation of Syracuse, "What is Your Teacher Absenteeism Costing You?", 1973-74.

[6] Philadelphia Suburban School Study Council and South Penn School Study Council, "Teacher Absenteeism and Related Policies for Supplemental Remuneration", 1968-69.

[7] Bureau of Labor Statistics Division of Economic Studies, United States Department of Labor, 1976.

[8] Donald L. Hawk, Travenol Laboratories, Deerfield, Illinois, "Absenteeism and Turnover", 1976.

[9] Robert D. Coller, University of Michigan, "An Analysis of Teacher Absenteeism and Its Relationship to Teacher Morale and Demographic Characteristics of Teachers", 1975.

[10] Dr. Howard B. Marlin, University of Southern Mississippi, "An Analysis of Absenteeism and Utilization of Sick Leave by Selected Full-Time Ten-Month Professional Personnel in a Semi-Rural School System", 1976.

[11] State of New York Office of Education Performance Review, "Teacher Absenteeism in New York City and the Cost Effectiveness of Substitute Teachers", 1974.

[12] Illinois State Board of Education, "Report on Teacher Absenteeism in the Public Schools of Illinois", 1977.

[13] Dr. Kenneth Kovach, University of Maryland, "Organization Size as Related to Job Satisfaction, Absenteeism and Turnover", 1976.

[14] Philadelphia Suburban School Study Council and South Penn School Study Council, "Teacher Absenteeism and Related Policies for Supplemental Remuneration", 1968-69.

[15] State of New York Office of Education Performance Review, "Teacher Absenteeism in New York City and the Cost Effectiveness of Substitute Teachers", 1974..

[16] Budget information was taken from the 1977-78 General Fund Budget for Pennsylvania School Districts as reported to the Department of Education on the DECO-504 form.

[17] Arthur Shoop, "A Study of Absenteeism Among Regular Professional Employes of Public School Systems in the County of Dauphin, Commonwealth of Pennsylvania".

RECOGNITION

We wish to extend our sincere appreciation to the following districts for their participation and enthusiasm in a project that spanned a full nine-month school year. Their dedication to the study, and interest in the knowledge gained from it, is to be commended.

Allegheny Clarion Valley
Austin Area
Avella Area
Avonworth
Bald Eagle
Bangor Area
Benton Area
Berwick Area
Blacklick Valley
Blue Ridge
Brandywine Heights
Brentwood Borough
Bristol Township
Burrell
Butler Area
Central Columbia
Central Fulton
Central Greene
Central York
Chartiers Valley
Cheltenham Township
Chestnut Ridge
Clarion Area
Claysburg-Kimmel
Clearfield Area
Conneaut
Cornwall Lebanon
Cranberry Area
Crestwood
Dallastown
Derry Area
Duboise Area
East Lycoming
East Penn
Eastern York
Fairfield Area
Fleetwood
Fort Leboeuf
Franklin Area
Gateway
General McLane
Glendale
Governor Mifflin
Greenwood
Grove City
Iroquois Area
Jim Thorpe Area
Kennett Consolidated
Keystone Central
Keystone Oaks
Kiski Area
Lake Lehman
Lakeview
Lancaster
Lebanon
Lower Dauphin
Loyalsock Township
Mahanoy Area
Marion Center
Mechanicsburg
Midd West
Mifflinburg Area
Monessen
Montgomery Area
Montoursville Area
Montrose Area
Mount Lebanon
Mount Pleasant

Mountain View
Nazareth
New Hope-Solebury
New Kensington-Arnold
North East
North Penn
North Pocono
Northampton
Octorara Area
Oil City Area
Oswayo Valley
Otto Eldred
Penn Delco
Penn Hills
Penn Trafford
Penncrest
Pennridge
Peters Township
Pine Grove Area
Pottsgrove
Quakertown Area
Ridley
Riverview
Rochester
Rockwood
Rose Tree Media
Scranton
Selinsgrove
Shanksville Stonycreek
Sharpsville Area
Shenandoah Valley
Shippensburg Area
Slippery Rock Area
Solanco
South Eastern
South Williamsport
Southern Fulton
Southern Lehigh
Southmoreland
Southwest Butler
South Western
Spring Cove
Springfield
State College Area
Stroudsburg Area
Sullivan County
Susquenita
Titusville Area
Tri Valley
Trinity Area
Tunkhannock
Tyrone Area
Uniontown Area
Upper Adams
Upper Dauphin Area
Upper Merion Area
Upper Moreland Township
Wallenpaupack
Warren County
West Allegheny
West Greene
West Middlesex
Westmont Hilltop
Wilkinsburg Borough
Williams Valley
Williamsport
Wilson

In addition to the above participants, there were sixteen "unofficial" study districts who received the forms, but tabulated their own data.

Bethel Park
Bethlehem Area
Bloomsburg Area
Blue Mountain
Bradford Area
Brookville Area
Fox Chapel
Hanover Public
Milton Area
New Brighton
Oxford Area
Union
Valley Grove
West Mifflin
Wyoming Area
Yough

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MONTHLY PROFESSIONAL STAFF ABSENCE REPORT

MARCH

	WED. 1	THU. 2	FRI. 3	MON. 6	TUE. 7	WED. 8	THU. 9	FRI. 10	MON. 13	TUE. 14	WED. 15	THU. 16	FRI. 17	MON. 20	TUE. 21	WED. 22	THU. 23	FRI. 24	MON. 27	TUE. 28	WED. 29	THU. 30	FRI. 31
1. TOTAL ABSENCES																							
a. Substitute needed – elementary																							
b. Substitute needed – secondary																							
c. No substitute needed																							
ANALYSIS																							
2. MALE – ELEMENTARY																							
a. Personal sick leave																							
b. Family sick leave																							
c. Emergency leave																							
d. Personal leave																							
e. Bereavement leave																							
f. Union leave																							
g. Jury duty leave																							
h. Professional leave																							
i. Military leave																							
j. Other leave																							
3. MALE – SECONDARY																							
a. Personal sick leave																							
b. Family sick leave																							
c. Emergency leave																							
d. Personal leave																							
e. Bereavement leave																							
f. Union leave																							
g. Jury duty leave																							
h. Professional leave																							
i. Military leave																							
j. Other leave																							
4. FEMALE – ELEMENTARY																							
a. Personal sick leave																							
b. Family sick leave																							
c. Emergency leave																							
d. Personal leave																							
e. Bereavement leave																							
f. Union leave																							
g. Jury duty leave																							
h. Professional leave																							
i. Military leave																							
j. Other leave																							
5. FEMALE – SECONDARY																							
a. Personal sick leave																							
b. Family sick leave																							
c. Emergency leave																							
d. Personal leave																							
e. Bereavement leave																							
f. Union leave																							
g. Jury duty leave																							
h. Professional leave																							
i. Military leave																							
j. Other leave																							

EXHIBIT A